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# THE IMPACT OF CLASSROOM DENSITY ON TEACHERS' PERFORMANCE AND STUDENTS' ACHIEVEMENT IN AL-AIN SCHOOLS : PERSPECTIVE OF TEACHERS AND STUDENTS

Saif Saeed Salem Al Manei

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United Arab Emirates University

College of Education

Department of Foundation of Education

THE IMPACT OF CLASSROOM DENSITY ON TEACHERS'  
PERFORMANCE AND STUDENTS' ACHIEVEMENT IN AL-AIN  
SCHOOLS : PERSPECTIVE OF TEACHERS AND STUDENTS

Saif Saeed Salem Al Manei

This thesis is submitted in partial fulfillment of the requirements for the degree of  
Master of Education (Educational Leadership)

Under the Supervision of Dr. Sultan Al Suwaidi

May 2015



### **Declaration of Original Work**

I, Saif Saeed Almani, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this thesis entitled "*The impact of classroom density on teachers' performance & students' achievement in al-ain schools: perspective of teachers and students*", hereby, solemnly declare that this thesis is an original research work that has been done and prepared by me under the supervision of Dr. Sultan Al Suwaidi, in the College of Education at UAEU. This work has not been previously formed as the basis for the award of any academic degree, diploma or a similar title at this or any other university. The materials borrowed from other sources and included in my thesis have been properly cited and acknowledged.

Student's Signature\_\_\_\_\_

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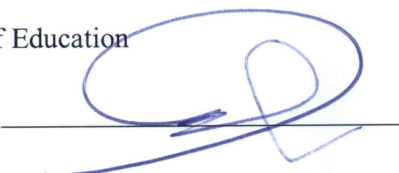
- 1) Advisor (Committee Chair): Dr. Sultan Al Suwaidi

Title: Assistant Professor

Department of Education Leadership

College of Education

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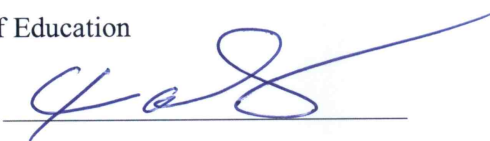
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Title: Associate Professor

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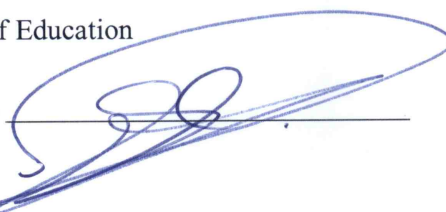
- 3) Member: Dr. Mohamed Alhosani

Title: Assistant Professor

Department of Education Leadership

College of Education


Signature



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## Abstract

This quantitative study aimed at investigating the students' and teachers' perceptions about the effects of classroom density on teacher's performance and student's achievement in Al-Ain Schools. The study addressed the two research questions (a). To what extent classroom density impact teacher's performance in Al-Ain Cycle Three Schools? (b) To what extent classroom density impact students' achievement in Al-Ain Cycle Three Schools? To have an in-depth understanding of whether class density impacted teaching and learning students, the causal comparative study design was conducted to collect data via two questionnaires; one for teachers, and the other for grade 12 students. The findings of this study revealed that classroom density impacted both the teacher's performance and students' achievement negatively according to the perceptions of most teachers and students. The study grants some insights that help schools and all stakeholders improve teaching and learning by reducing the classroom density. It is recommended to take into consideration the classroom density and set rules that decrease the classroom density; set clear rules to the importance of availability of multifunctional halls and using multifunctional furniture, deliver non-traditional lessons and integrate technology in teaching and learning in classrooms in Al-Ain schools. The study is limited to grade twelve students in one academic year 2014 in one educational zone. It included one Cycle three school teachers.

**Keywords:** Classroom density, Teacher Performance, Students' achievement.

## Title and Abstract (in Arabic)

### ملخص الدراسة

أثر الكثافة الصفية على أداء المدرس والتحصيل العلمي لطالب في مدارس العين من وجهة نظر المعلمين والطلاب

هدفت هذه الدراسة الكمية إلى التعرف على تصورات الطلبة والمعلمين حول تأثيرات كثافة الفصول الدراسية على أداء المعلم وتحصيل الطلبة في مدارس العين. تناولت الدراسة الأسئلة البحثية التالية (أ) ما مدى تأثير الكثافة الصفية المعلم على أداء المعلم وتحصيل الطلبة في مدارس الحلقة الثالثة في العين من وجهة نظر المعلمين ؟ (ب) ما مدى تأثير الكثافة الصفية المعلم على أداء المعلم وتحصيل الطلبة في مدارس الحلقة الثالثة في العين من وجهة نظر الطلبة ؟ لدراسة متعمقة لأثر كثافة الفصول على أداء المعلم وتحصيل الطلبة في مدارس ، تم استخدام المنهج التحليلي النوعي باستخدام اثنين من الاستبانات؛ واحدة للمعلمين، والأخرى للطلبة كشفت نتائج هذه الدراسة أن كثافة الفصول الدراسية أثرت على أداء كل من المعلم وتحصيل الطلبة سلبا وفقا لتصورات معظم المعلمين والطلاب. قدمت الدراسة بعض الأفكار التي تساعد المدارس وجميع أصحاب المصلحة في تحسين التعليم والتعلم من خلال تقليل كثافة الفصول الدراسية. وقد أوصت الدراسة بالتقليل من الكثافة الصفية ووضع قواعد للحد من كثافة الفصول الدراسية. وكذلك توفير قاعات متعددة الوظائف واستخدام الأثاث متعددة الوظائف، وتقديم دروس غير التقليدية ودمج التكنولوجيا في التعليم والتعلم في الفصول الدراسية في المدارس العين. اقتصرت حدود الدراسة على طلاب الصف الثاني عشر في الفصل الدراسي الأول من 2014-2015 في منطقة تعليمية واحدة. كما اقتصرت حدود الدراسة على معلمي الحلقة الثالثة فقط.

الكلمات المفتاحية : الكثافة الفصلية – أداء المعلم- تحصيل الطلبة.

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**Dedication**

*To my my father and mother with love and respect*



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## **Chapter 1: Study Framework**

### **Introduction**

Classroom environment may be some of the most difficult challenges for teaching and learning as they may be affected negatively if there is no effective classroom management and the classroom environment is not conducive for learning. Every learning environment is different from the other, so classroom management problems and strategies are varied (Al Zieni, 2008). In the UAE, some teachers face many problems and difficulties in schools. One of the most significant problems is how to manage students in overpopulated classroom. Even the most inspiring and knowledgeable teachers who have the required skills to manage their classes, face great difficulties controlling these overcrowded classes. This context may impact the teachers' performance and students' achievement as well (Al Zieni, 2008).

### **Overview of Education in Abu Dhabi**

Abu Dhabi, is the largest Emirate and the capital of UAE, has a clear vision to develop a high quality education system that provides the learners with the skills and knowledge needed to be independent learners. Abu Dhabi Education Council (ADEC) aims to prepare the youth, so they can contribute to the Emirate's Socio-Economic development.

The New School Model (NSM) was developed in June 2009. NSM is designed to improve education system in the Emirate of Abu Dhabi. This Model is based on a student-centered learning approach which addresses wide and different learning styles for the students in the resource and technology rich environment (ADEC, 2014).



NSM is aiming to develop the whole school community. ADEC curriculum, which is linked to student learning outcomes, and the new teaching methods support student learning by developing the student as a communicator, thinker and problem solver (ADEC, 20114).

ADEC encourages all students to develop their strengths, skills and passions so that they can contribute to the development of the UAE and become active participants who are capable to compete globally in the 21<sup>st</sup> century. ADEC has also provided schools with as many resources as possible to enhance the teaching and learning process. All schools were connected with the world wide websites and were also provided with smart and interactive boards. Alongside with all these reforms, some serious problems appeared. One of these issues is large class sizes or overcrowded classes that may contradict with the previously mentioned trend of reforms and high quality. Many schools, particularly cycle three schools, are suffering from the increasing numbers of students in the one classroom according to the researcher's experience and observation in the field as well as ADEC decree that allows schools to place 30 students in the class (See appendix G). This situation led to other consequences such as weak classroom management, misbehavior and poor academic achievement.

One of the educational reforms initiated by ADEC is the New School Model that is focusing on a student-centered learning approach, in which the modern technology is implemented with the new learning strategies to create independent learners who are able to compete globally and be lifelong learner. A wide variety of learning activities cater to the different learning styles of each student. Within this model, the curriculum, which is linked to student learning outcomes, and the new teaching methods enhance student learning by developing the students who

acquire the 21<sup>st</sup> century skills including communication, Collaboration, Critical thinking and creativity. Thus, achieving such ambitious aims requires at least moderate classroom sizes that increase the effectiveness of teachers and the students' achievement.

### **Problem Statement**

It has been noticed that there is a problem regarding secondary school teacher' performance and student's achievement. It has been assumed that the general weakness of the students' outcomes and ineffective teacher's performance are due to classroom density; that results in inappropriate classroom management and consequently impacts the teachers' performance and students' achievement.

The number of students in the classrooms increased to more than thirty students. This situation led to other results such as misbehavior, lack of communication and poor academic achievement. It has been reported in many reviews and studies that classroom management is a keystone for students learning (Angell, 1991; Harwood, 1992). Moreover, Gordon (2001) claimed classroom management of overpopulated classes are among big challenges that face teachers. Also students' achievement is affected by the degree to which the teacher established good control of the classroom procedures at the beginning of the school year. Highly populated classrooms are one of the factors that lead to uncontrolled lessons. Because of this increase in class sizes, teachers are unable to classify students into groups; they cannot differentiate in teaching or even use various teaching strategies. Instead, teachers spend most of the time trying to maintain discipline in their lessons. The high numbers of students in the classroom prevent both teachers and students from playing their roles during the lessons

which has a negative impact on teaching and learning and achievement as well (Gordon, 2001).

### **Purpose of Study**

The purpose of this research study was to investigate perception of the students and teachers about the effects of classroom density on teacher's performance and student's achievement.

### **Research Questions**

The aim of this research study was to investigate the students' and teachers' perceptions about the effects of classroom density and classroom management on teacher's performance and student's achievement. To achieve this aim, this study tried to tackle the following two research questions from teacher' and students' perspective:

- (1) To what extent classroom density impact teacher's performance in Al-Ain Cycle Three Schools?
- (2) To what extent classroom density impact students' achievement in Al-Ain Cycle Three Schools?

### **Significance of the Study**

This research study will be some importance to schools principals, policy makers and school building designers and the entire stakeholder who are interested in education reforms due to a variety of issues. For instance, it has been noticed so far that little research related has been carried out locally. It is hoped that a study such as this might reveal some facts associated with the reforms programs implemented in UAE public secondary schools. In addition, this study is important for teachers in the UAE and everywhere because it may draw their attention to the suitable teaching practices that may help overcome classroom



management challenges. Moreover, curricula designers can also benefit from this study when building, revising or modifying curricula and activities to be selected. School supervisors may also benefit from this study when visiting teachers to advise them on how best to introduce their lessons to learners in large class size. Finally, administrations of schools can also benefit from this study when preparing disturbing students to classrooms to best suit teaching practices and to create attractive teaching environment.

### **Limitations of the Study**

The limitations of this study can be summarized as follows; this study was implemented on a sample of participants in Al-Ain public secondary schools. In addition, it was carried out in the first semester of the school year 2014-2015. Thus, the study is limited to grade twelve students in public schools in Al-Ain schools in the UAE and in one academic year. Another limitation may be that the groups of stakeholders questioned about their attitudes to about the topic did not include the principals and supervisors. Finally there might be other factors other than classroom management and class size may affect student achievement.

### **Organization of the Study**

This study is organized in five chapters. The first chapter starts with the background of the study, the problem of the study, the purpose and research questions, significance of the study, limitations and definition of terms and organization of the study. The second chapter reviews the theoretical framework and the previous research study related to classroom management and classroom density. The third chapter describes the methodology of the study including the research methodology, instrument, sample and data collection and analysis. The

fourth chapter presents and displays the findings of the study. The final chapter concludes the study with discussion, conclusion, and recommendations for practice and research.

### **Definition of Terms**

#### **Classroom Density**

The number of students in the classroom which is estimated by 25 and above.  
(UNESCO Regional Office, 1996)

#### **Students' Achievement**

It is defined in this study as a grade or a mark that a student obtains at school in trimester one in the academic year 2014 / 2015 (Adeyemo, 2012).

#### **Teacher's Management Performance**

The teacher's ability to maintain order and discipline in the classroom and being able to deliver his lessons to all students based on the best known management strategies and practices to achieve the best outcomes (Andrewa & Schwab, 2012).

## Chapter 2: Literature Review

### Introduction

The main purpose of this chapter was to review studies that tackled educational issues related to the impact of classroom density on students' achievement and teachers' performance. A study of the literature related to teachers' and students' perceptions of impact of classroom density on teaching and learning has been very beneficial to this research study and provides some useful insights which helped to illuminate the issues discussed in this study. This chapter is divided into two sections. The first one reviews the theoretical background in impact of both classroom management and classroom density, while the second deals with the recent studies, master theses and doctoral dissertations which have looked at the issues more deeply. The related studies' section is divided into main themes that tackle the students' achievement in one hand, and the teachers' performance in the other.

### Theoretical Framework

To shed some light on the theoretical framework of class management and classroom density, it is beneficial to state that Wright (2005) claims that motivating learners to learn and treating them in a humanistic fashion help create effective classroom management. Saville-Troike (2006) stated that humanistic approach increases the emotional involvement in learning. Gunn (2003) pointed out that *“Lozanov believed that students could learn language faster and more effectively if they were in a relaxed, comfortable environment, which would allow them to overcome their fears and self-imposed barriers to learning”* (p. 29).

In the 1990's, a new approach of classroom management started to emerge. This approach is based on the democratic process, humanism, and consideration for diversity. Classroom management developed beyond a set of educational

techniques and sets of rules to become "*a complex process in which an environment is constructed in an ongoing, reciprocal manner*," (Adler, 1996, p.34). This process included conversations between teachers and students, feedback, reflection on past and current experiences, and looking at how one's behavior impacted others in the environment (Schneider, 1996). Rules were commonly agreed upon by the entire class, making them socially valid to the students which provided structure, and helped to develop a productive classroom environment (McGinnis, 1995).

Webb, Metha, and Jordan (2007) pointed out that teachers train not only the intellect, but also the will. This requires from teachers to discipline the students in order to train their will. They explained that some basic factors may help from behaviorist point view that are identifying expected student behavior, and translating them into procedures and routines. In addition, they discussed the classroom management from social Reconstructionist perspective as "*teachers would strive to organize the classroom in a classless, nonsexist, and nonracist manner. There would be less emphasis on management and control, and more focus on community building*" (p. 89). Besides, the postmodernists encourage the class to be nonthreatening, supportive, and open to discussions in a democratic way that fosters self-discipline and individual choice and holds students responsible for their behavior. This shifts emphasis from towards creating learning centered classrooms that foster students' engagement, autonomy, and sense of community under the guidance of teachers (Everston and Neal, 2006).

Wragg (2003) states that class management is one of the basic skills for teaching and learning; moreover, Marzano (2003) argued that unless teachers have control over their classroom, effective teaching and learning will not take place



and the quality of teaching will suffer. Therefore, there is a hidden area of successful teaching. Wragg (2003) considered classroom management as one of the secrets of successful teaching and successful class management is one of the most important strategies that lead to successful language classes. In fact, classroom density is closely related to classroom management.

Wright (2005) tackled both the classroom management and crowded classes when he dealt with the four main strands of classroom life—space, time, participation, and engagement. All the four main issues should be considered skillfully in planning and instruction. In addition, he pointed out that classrooms are social discourse communities of practice and there should be effective participation inside and outside the classroom community as *“the social life of a learning group is initiated, maintained, and extended by the multitude of interactions that take place between the members during lessons and outside the classroom too”* (p. 18).

### **Classroom Management Style**

Martin, Yin and Mayall (2006) stated that classroom management style is a multi-faceted process that has three main dimensions: instructional management, people management, and behavior management. The instructional one includes seating, structuring daily routines, and allocating materials. The second includes managing students as persons and developing the teacher-student relationship. They added that students' academic achievement and productive behavior are affected by the teacher-student relationship. The third one includes means of preventing misbehavior including setting rules, establishing a reward system, and providing opportunities for student input. Thus, classroom density affects

implicitly and explicitly classroom management and the whole process of teaching and learning.

### **Classroom Control Interaction**

Martin, Yin and Mayall (2006) discussed three approaches of classroom control interaction based on a combination of psychological interpretations: noninterventionist, interventionist, and Internationalist. The first is concerned with the inner drive that the student needs to find its expression in the real world. The interventionist one which is most directive and controlling, highlights what the outer environment does to the student to cause him to develop in its particular way. The third, Internationalist strive to find solutions satisfactory to teacher and students.

### **Classroom Management & Students' Achievement**

Classroom management plays a major role in a students' achievement. Classroom management first became a popular matter in the field of education during the period between 1970's and 1980's, (Butchart, 1995 and Tavares, 1996). During that period of time, the main focus was mostly on behavior and discipline management, used to control and shape students' behavior to match with the rules set by the school. Consequences, gifts and reprimands were used to guide students to conform to the rules proposed by the classroom teacher. Classroom management using an authoritarian or disciplinary approach was successful to a certain extent to hold back disorderly behavior, but it did not foster or enhance student growth or allow the acquisition of more complicated modes of learning, such as critical thinking and reflection (Jones, 1995). Actually, classroom density has reciprocal relationship with managing the classroom and the instruction.

## **Classroom Management Strategies**

Valdivia (2007) discussed classroom management strategies and claimed that positive behavior support can enhance behavior since there is a strong relationship between effective classroom management and positive student behavior. He added that such strategy fosters the individual's quality of life and minimizes the student's behavior problem.

Classroom management strategies followed in high schools often differ from those used in elementary school classrooms. While classroom management in lower grades is usually built on trust, caring, and support, it is often replaced with conformity and obedience systems once a student entered high school, (Freiberg, 1995). Even in the 1990's, the majority of high school classrooms have been managed by models of teacher control and student obedience. New classroom strategies are required to deal with classroom density.

Sheets and Gay (1996) described the widespread discipline problems and disruptive behaviors common in high school classrooms. Overcrowded classrooms, made up of diverse groups of students of varying backgrounds and socioeconomic characteristics, showed extreme levels of disruptions. Canter (1997) estimated that high school teachers spent thirty to fifty percent of their in-class time handling behavior problems. Most of these problems were relatively minor disruptions which originated in the classroom, and were often interpersonal in nature.

Silencing and control of the student's behavior have routinely been used to deal with disruptive situations by removing students from the class, along with verbal reprimands, intimidation, or demands for compliance. High school students often reacted to the teachers' attempts at behavior management by responding

aggressively, or by employing silence and absence strategies. . These subsequent behaviors in evidently led to low academic achievement, and feelings of powerlessness and helplessness in the student.

To break this cycle of teacher control and student compliance patterns, a proactive classroom management process was adopted by some teachers, (McGinnis, 1995). The proactive process focused on fostering student involvement and cooperation in decision-making, setting ground rules, and problem-solving to establish a productive learning environment. Involved students appreciated the classroom environment when they felt accepted as individuals with unique differences and worthwhile opinions. Classroom management which was culturally responsive, and based on developing connectedness and community fostered more class participation, self-discipline, and higher expectations by both the students and the teacher. It was obvious that teachers who managed democratic, cooperative classrooms, enjoyed students who were more involved, responsible, and academically successful, (Freiberg, 1995).

Governments and educators are constantly seeking education reform that could achieve both quality teaching practices and higher outcomes. Researchers and literature defined several successful reform movements related to the idea of reducing class size. They concluded that having a smaller sized class can provide more time to individualize teaching and learning and increase the time allocated for slow learners and learners at risk.

The effect of class size on students' achievement has long been of concern to educators, parents and scholars; in addition, Wright (2005) found out that the teacher is the most important factor impacting students learning. Without a foundation of successful classroom management providing clear rules and



procedures, chaos rules and disorder become the standards. It is clear then that the absence of appropriate classroom management reduces teacher effectiveness, bringing stress to educators and students as well (Marzano , 2003).

The classroom is the heart of any educational system .No curriculum planning is complete without implementation and evaluation, both of which are mainly carried out in the classroom. Poor classroom management frequently results in the reduction of teacher effectiveness, the loss of precious instructional time, reduction in student engagement and productivity, increased disciplinary action and increased teacher and student frustration (McGregor, 2012).

Several research studies have been conducted on the relationship between classroom density and student achievement. Some findings showed that the test scores of students who were taught in smaller class sizes have increased (Achillies1996). Other results that have surfaced in the research of smaller classes is that smaller classes promote parental involvement, better teacher organization, and fewer discipline disruption than larger classes.

Classroom density might be seen as one of the sources that shape teaching and learning. That is the reason why class size reduction initiatives have been a staple of education reform. However, given a climate of tightening budgets following the global economic crisis in 2008, many countries can no longer afford to maintain such programs.

Historically, researchers found a positive correlation between smaller class size and student achievement (Glass & Smith, 1979). They conducted a meta-analysis of over 80 class size studies; a relationship between class size and student achievement emerged. Many studies indicated the positive relationship between

class size, discipline, good learning practices and academic achievement particularly in primary stages.

Among the best and encouraging examples of this reform, appeared the Wisconsin's SAGE (Student Achievement Guaranteed in Education) and the Tennessee's STAR Project (Tomlinson, 1988) as schools struggle to accommodate a surge in enrollment and oversized classrooms, both educators and parents continue to be worried about the impact of class size on teaching and learning (US Department & Education, 1999). The president himself advocated that students in smaller classes achieve greater educational gains and maintain those gains over time. He argued that one of the major reform movements in public education was to reduce class size.

For the last two decades, studies had repeatedly proven the point that smaller class size has a positive impact on student achievement (Toch & Streisand, 1997). Many techniques were studied to explain and investigate the idea of how class size affects the quality of education. They studied the relationship between class size and student achievement and correlation between class size and educational practices. The research and literature provided so far was unable to answer all questions related to the impact of class size reduction on teaching and learning (US Department & Education, 1999)

Hill (2008) claimed that the public education was based on assumptions of certainty. Educators could assume that by reducing class size, student achievement scores would increase. Class size reduction has always been at the top of the list of the entire topic researched concerning reform movements in education.

Castello (1992) found out the impact of small class size on achievement in reading for grade one students, 88 students were instructed either in a small class

( $n=17$ ) or a large class ( $n=27$ ). Results indicated that the students in small classes made greater gains compared to those in large classes.

A large scale, four-year longitudinal and experimental research project on class size (Project Student Teacher Achievement Ratio-Star) was conducted in Tennessee in 1985, approximately 7000 kindergarten students were randomly assigned either to small classes ( $n=15$ ) or regular sized classes ( $n=24$ ) with a full time aide.

This reduction in class size was found to increase students' achievement by an amount equivalent to about three additional months of schooling four years later. The small classes had the highest student test outcome. Students' achievement was significantly higher in reading and the gains were most marked for socio-economically disadvantaged students and those from minority ethnic communities (Achilles, 1993).

Kokkelenberg, Dillon and Christy (2005) conducted a study on the effects of class size on student achievement in higher education. They tested the model using an ordinal log with and without fixed effects on 760,000 undergraduate observations from a northeastern public university. There was one observation per student per course for each semester. The population consisted of all undergraduate students for the period Fall 1992 through Spring 2004. The dependent variable was the grade a student received in a course.

Many studies provide some evidence on the benefits of small size classes. Nelson and Drake (1997) reported that small size classes in rural schools provided an ideal environment for teacher– student interaction. Teachers of elementary schools in Britain were found to have interacted more with students when they worked in smaller classes (Hargreaves, Galton & Pell, 1998)

Costello (1992) found out those students in small classes made greater gains compared to those in large classes. In math learning, high school and college students in small classes were found to have performed better in long-term retention (Union & Davidson, 1992). Similarly, Boozer and Rouse (1995), reported that smaller classes led to larger test scores gains, and that differences in class size could explain approximately 15% of the black-white difference in educational achievement.

The idea of reducing class size is popular. Most associate smaller classes with more personalized attention, which leads to better student learning. Additionally there is more benefit to class size reduction in that stakeholders can easily notice the intervention in real time (Ellerson, 2010).

Popular understanding of class size research asserts that careful implementation of small classes in the primary grades yields positive outcomes for students. Small-class effects are typically positive across students characteristics and are greater for students traditionally seen at risk (Biddle & Berliner, 2002)

The literature provides mixed findings on the impact of class size on teacher performance and students achievement. In which aspects over crowded class influence teaching and learning remains to be further investigated. The results indicated that class size negatively affected grades for a variety of specifications and subsets of the data, as well as for the whole population. Average grade point declined as class size increased , precipitously up to class size of twenty , and more gradually but monotonically through larger class size. It was also concluded that there were diseconomies of scale associated with a deterioration of student outcomes as class sizes grew larger.



Kornfeld (2010) investigated the effects of class size on student academic achievement in rural state from a longitudinal study of students were tested with state assessment at grade 4 in 2000, again at 8 in 2004 and finally at grade 10 in 2006. Graduation rates for five large -class sized schools and five small- class sized school populations were established in 2008. All scores (n=1137). Small-class size (n=11) and large size class (n=20). Large scale databases for student background and outcomes and interviews with school personnel were utilized to identify school policy and practices that might be linked to performance differences.

The study concluded that there was no difference in students results in small size classes and large classes. In terms of academic achievement, with the exception of 10<sup>th</sup> grade math scores, students in large classes performed the same or better than students in smaller classes. Students in large classes had slightly higher graduation rates, and a larger proportion planned to attend two or four year colleges.

Sullivan (2012) focused on the impact of class size on teacher efficacy. The study was conducted in a suburban elementary school during the school year 2011-2012. It was a qualitative study and it used triangulation of data resources to find whether teachers had high or low efficacy levels, depending on their small or large class sizes. Four female teachers were selected for the study two kindergarten teachers teaching small size class (nineteen or twenty students each), and the other two were first grade teachers teaching large size classes (twenty four each). Data was collected from interviews, observations and journal entries of each of the four teacher participants. The participants' data were compared and categorized according to positive or negative feelings, attitudes and actions in each of the

twelve trends that emerged. The results indicated that both teacher participants in the small class size displayed high- positive- teacher efficacy levels, and both teacher participants in the large class size displayed low- negative- teacher efficacy levels.

Mitchell (2001) conducted a study on evaluating the impact of class size reduction policy in California on student achievement. Statistical analyses using hierarchical linear models support the propositions that early socialization is responsible for the achievement levels in mathematics associated with class size reduction experiences. The easier classroom management in reduced size classes also contributed to gains in student achievement.

At the classroom level, reduced size classes brought students who would otherwise be outlying performs along with the class as a whole, and possibly narrow the dispersion of achievement. There was indication that the racial achievement gap closed as a result of the program.

Collens (2009) conducted a study to find out the impact of class size on student achievement in Missouri schools for the school year 2007-2008. The study indicated a statistically significant relationship between class size and students' achievement. Educators were able to attend to individual student needs when the class size was below seventeen. It was also indicated that the more individualized attention the student received the more they will achieve.

Maloney (2006) conducted a study to investigate the impact of class size on a child's learning as perceived by their parents. The study was designed to broaden the general understanding of the perceived held by suburban parents on how class size affected the learning process for the elementary school students. The findings indicated that parents believed that smaller class size provide teacher with fewer

discipline problems, more time to focus on curriculum goals, additional opportunities to support students individually in the learning process and greater chances of helping students succeed. Parents also believed that children in smaller classes experience less frustration during the learning process, fewer distractions from classmates, more time to ask and enhanced self-esteem.

Khan and Iqbal (2012) carried out a study to find out the most serious problems that teachers faced in overcrowded classes. The population of the study included all 20 government girl's schools at secondary level in district Peshawar. The sample included 40 teachers' two teachers from each school were randomly selected in district Peshawar, Khyber Pakhtunkhwa, Province of Pakistan. All of the teachers responded that effective teaching was not possible in overcrowded classrooms as it caused physical, discipline, instructional and evaluation problems. All the teachers were complaining of poor discipline and unhygienic condition of the class. The other major problem revealed from the data was that all of the respondents were weak in their instructional perspective of teaching because of overcrowding. It was also evident that all teachers were facing evaluation problems because of large numbers of students in one class.

Al Nouseer (2010) conducted a study on the effects of class size on teachers' performance in Riyadh middle school. The researchers sampled teachers, principals in his questionnaire and found out that large classes have negative effects on teaching and learning and class density is one of the most serious challenges facing teachers. The study recommended reducing the class size.

Abdalal (1996) conducted a research study on the effects of classroom density on performance in Egypt. The researchers sampled teachers in his

questionnaire and found out that have negative effects on teaching and learning and class density hinders the quality of teaching and learning.

A research study carried out in Egypt by Al Sharqawi (2002) concluded that the classroom population and density should be considered so as to be in concurrent with their movement inside the school and benefitting from teacher parent assemble meetings. This would help according to the study to increasing the awareness of cooperation between teachers and parents to support the students. Also the study referred to the importance of classroom proficiencies and skills of the teacher which are mentioned in the current study. The study added that teachers should not focus on certain skills while neglecting the others in dealing with large classes.

In addition, a study entitled:” The classroom management proficiencies for middle school teachers in Riyadh city” urged the supervisors and school principals to show the importance of all the concepts of classroom management. The study concluded that the heavy load of teaching periods and the high populated classes hinder their teaching skills and abilities. They do not help them move smoothly inside the classroom (Al Qahtani, 2010).

### **Chapter Summary**

It is beneficial to sum up the main results of the studies related to classroom density. Firstly, Castello (1992) indicated that the students in small classes made greater gains compared to those in large classes. Secondly, the study of Achilles (1993) indicted that the reduction in class size was found to increase students' achievement by an amount equivalent to about three additional months of schooling four years later. Thirdly, Kokkelenberg, Dillon and Christy (2005) concluded that there were diseconomies of scale associated with a deterioration of



student outcomes as class sizes grew larger. Fourthly, Sullivan (2012) indicated that both teacher participants in the small class size displayed high- positive- teacher efficacy levels, and both teacher participants in the large class size displayed low- negative- teacher efficacy levels. Fifthly, Mitchell (2001) found out that the easier classroom management in reduced size classes also contributed to gains in student achievement. Sixthly, Collens (2009) indicated a statistically significant relationship between class size and students' achievement. Educators were able to attend to individual student needs when the class size was below seventeen. Seventhly, Maloney (2006) found out that parents believed that smaller class size provide teacher with fewer discipline problems, more time to focus on curriculum goals, additional opportunities to support students individually in the learning process and greater chances of helping students succeed. Parents also believed that children in smaller classes experience less frustration during the learning process, fewer distractions from classmates, more time to ask and enhanced self-esteem. Eighthly, Khan and Iqbal (2012) claimed that all of the teachers responded that effective teaching was not possible in overcrowded classrooms as it caused physical, discipline, instructional and evaluation problems.

In contrast, Kornfeld (2010) concluded that there was no difference in students results in small size classes and large classes. In terms of academic achievement, with the exception of 10<sup>th</sup> grade math scores, students in large classes performed the same or better than students in smaller classes. Students in large classes had slightly higher graduation rates, and a larger proportion planned to attend two or four year colleges. According to US Department & Education (1999). The research and literature provided so far was unable to answer all questions related to the impact of class size reduction on teaching and learning.

## **Chapter 3 : Research Methodology**

### **Introduction**

This chapter provides a full description of the method of carrying out this research study. It includes some details about the design and procedures that were implemented; the instruments that were designed and used to collect data; the participants who were recruited; the methods of data analysis was stated. Other issues related to the reliability and validity were clarified as well as the ethical consideration was discussed.

This quantitative inquiry was conducted through collecting numeric data from a large number of people using instruments. This kind of quantitative inquiry is an objective, unbiased approach (Creswell, 2012). The quantitative research is also defined according Creswell (2012) as *" an inquiry into a social or human problem based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true."* (Creswell, 2012).

### **Research Design**

This current study implemented a causal comparative design that included two questionnaires for data collection with the intent for generalizing from a sample to a population. This survey research aimed to collect data to answer the research questions, about teachers' and students' opinions on classroom density. A survey is an instrument to collect data that describes some characteristics of a specific population (Gay, Mills & Airasian, 2008).

This study employed two questionnaires as research instruments to collect data from secondary school students and teachers and in the academic year 2013-2014 in Al-Ain schools in the United Arab Emirates.

### **Procedures**

After reviewing the literature and related research; theses and dissertations as well as ADEC New School Model manual professional standards for teachers, the research instruments were developed for this study. A jury of 7 referees including university professors and educational experts were asked to revise and measure the validity of the research instrument; the four questionnaires. Then, these instruments were piloted on a small group of participants (10 teachers and 30 students). Also, the questionnaires were improved and modified in light of referees' comments and the feedback of participants' of pilot questionnaires. After that, a new version of the questionnaires was developed. Questionnaires were translated into Arabic to avoid language barrier and approved by a sworn translator and translation department at the UAE University. In addition, a formal permission was obtained to carry out the study from ADEC Al Ain Education Office as shown in appendix B.

Once the formal permission was obtained, 1000 student questionnaires and 200 teacher's questionnaires were distributed among 10 schools as shown in table 1.

Table 1: Number of Disturbed & Returned Questionnaires

	Class Density			
	Students		Teachers	
Gender	Boys	Girls	Male	Female
Disturbed	500	500	100	100
Returned	163	175	49	53
Returned Total	336		102	

As shown in Table 1, 336 copies of the students’ questionnaire and 102 copies of the teachers’ were returned from regarding the classroom density. When the questionnaires were returned, the responses were transferred into numbers; 5 for “strongly agree”, 4 for “agree”, 3 for ‘undecided’, 2 for “disagree”, and 1 for “strongly disagree”. The descriptive statistics including the mean, standard deviation and percentage were calculated in SSPS (Statistical Package of Social Sciences) for data analysis.

**Population of the Study**

The population of the study consists of both female and male teachers in Al-Ain Education Office. The study includes cycle 3 teachers in public schools. There were 42 boys’ schools that offering cycle three education and 41 girls’ schools according to the list of schools provided by Al Ain Education Office (See Appendix A). There are also 62 private international and Arab private schools; 52 schools include cycle three since most private schools have all the cycles in both genders as shown in (Al Ain School Finder, 2014).

**Participants**

The participants include teachers in Al Ain public and private schools. The teachers were chosen from 5 private and 5 governmental schools. They were both male and female; they were also Arab or English native speaking teachers. The



students were from these 10 schools including the twelfth graders whose age ranges between 17 and 19 years old.

### **Sampling**

Probability sampling was used to select all the participants' teachers and students of both genders since they represent the characteristic the researcher wants to study (Creswell, 2012). The researcher distributed questionnaires for all teachers who were willing to participate in the 5 schools and 102 copies were returned. The researcher distributed 100 students' questionnaires for all the students of grade 12 in each school and received 336 copies.

### **Research Instrument**

#### **Questionnaires**

Two questionnaires were developed; two for teachers and two for students in both Arabic and English to answer the four research questions as follows;

1. From teacher' and students' perspective, to what extent classroom density impact teacher's performance in Al-Ain Cycle Three Schools?
2. From teacher' and students' perspective, to what extent classroom density impact students' achievement in Al-Ain Cycle Three Schools?

Each questionnaire includes two parts as the following:

Part one: includes instruction about the research question and asks the demographic data about the participants such as, school, experience, education degree and gender etc. Part two includes 20 statements the participants need to respond to. It is an adoption of a five-point Likert scales. According to the five-point scale, 5 refers to 'strongly agree', 4 'agree', 3 'undecided', 2 'disagree', and 1 'strongly disagree'. ( See Appendixes E-G)



## **Validity**

Validation of the instrument is mostly important according to Creswell (2012). It is a good evidence for demonstrating that the test scores interpretation matches its proposed use; in other word, the instrument measures what it is supposed to measure. The validity of my instrument comes with the process that it passed through to be used in the research study. The questionnaire passed through a good validation by reviewing from seven university professors and education professionals who gave their valuable comments about the statements. (See Appendix A). The questionnaire statements were developed and modified according to their valuable comments. Finally, the questionnaires were ready to be distributed to schools.

## **Reliability**

Creswell (2012) defines reliability and states that the scores from measuring variables that are stable and consistent was important to stand at the degree of the reliability of participants' responses to judge the consistency of their answers. Cronbach's Alpha was found and showed that the scores of the tow questionnaires are reliable since they are between 0 to 1 as shown clearly in Table 2.

The Alpha scores were 0.87 teachers' questionnaire and 0.91 for students' questionnaire.

Table 2: Cronbach’s Alpha Reliability Coefficients

<i>Questionnaire</i>	<i>Type</i>	<i>No. of Items</i>	<i>Alpha</i>
<i>Classroom density</i>	<i>Teachers</i>	<i>20</i>	<i>.87</i>
	<i>Students</i>	<i>20</i>	<i>.91</i>

**Data Analysis**

The data obtained from the four questionnaires, the responses were transferred into numbers; 5 for “strongly agree”, 4 for “agree”, 3 for “undecided, 2 for “disagree”, and 1 for “strongly disagree”. The descriptive statistics including the mean, median, mode, standard deviation and percentage were calculated by using Statistical Package of Social Sciences (SPSS) version 20 for data analysis. The data analyzed were arranged into tables and classified according to the “teachers’ performance and student achievement despite the fact that the process of teaching and learning are intermingled and inseparable. The percentage was also calculated and arranged into tables besides other descriptive statistics to portrait the whole picture.

**Ethical Consideration**

The use of anonymity to ensure confidentiality and to prevent any kind of privacy invasion was adopted by the researcher. Thus, participants and the schools were given numbers to use in the study so as not to make their performance public to prevent any threat that might harm them. In addition, all participants and schools that included in this study were asked to join this study willingly and voluntarily without any kind of force to prevent any kind of abuse the participants were informed by the researcher that they had the right to withdraw and not to complete

the questionnaire if they like. In addition, formal permission was issued by Abu Dhabi Education Council to enter the schools and carried out the study (See Appendixes B & C).

### **Study Design**

A causal comparative design is employed to explore the effects of the relationship between the variables. The independent variable was classroom density and the dependent variables were teachers' performance and students' achievement. The study explored the impact of classroom density (independent variable) on teachers' performance and students' achievement (dependent variables).

### **Conclusion**

This chapter provided us with a full description of the research method used for carrying out this research study. It included some details about the survey design and procedures that were implemented; the instruments that were designed and used to collect data; the participants who were recruited; the method of data analysis was stated. It also discussed the reliability, validity and the ethical consideration. The results' scores will be presented and discussed in the next two chapters.

## **Chapter 4 : Findings**

### **Introduction**

The aim of this research study was to investigate the students' and teachers' perceptions about the effects of classroom density on teacher's performance and student's achievement. Through utilizing quantitative methods to collect the data, the study also attempts to achieve this aim, this study tried to tackle the following two research questions:

The chapter is divided into sections include a summary that sum up the main results. These results are organized and displayed in eleven tables in order to address the research questions:

### **Research Question One**

The following four tables and the summaries addressed the first reach question that is mainly related to the impact of class room density on teachers' performance from teachers' and students' perspective.

Table 3: Impact of Classroom Density on teacher's performance from teachers' perception

Statement	Mean	Std.
1- I achieve all the lesson objectives despite the large number of students.	1.00	0.00
2- I distribute students into homogeneous groups despite the class density.	1.00	0.00
3- Student behavior management and solving students' problems need much time in large number of students.	5.00	0.00
4- Special needs students have sufficient care and interest.	3.44	1.236
5- Following up the students' social and psychological needs take much time in crowded classrooms.	4.29	0.841
6- The students need to be reminded every time with class rules due to their large number.	2.29	1.24
7- The individual care of students is limited due to their large number.	2.31	1.16
8- The students in crowded classes exchange experiences easily in classwork activities.	4.62	1.09
9- I grant equal time for supporting students in crowded classes.	2.86	1.18
10- The lesson time is sufficient for technology integration despite the class density.	2.36	1.43
11- I involve all the students in class activities despite their large number.	2.66	1.18

Table 3 shows that the mean scores of the teachers' responses range between 1.00 and 5.00. This is an indication that the teachers agree that classroom density affects their performance in inappropriate way.



Table 4: Responses' Percentage of Classroom Density on teacher's performance from teachers' perception

Statement	Disagree & Strongly Disagree	Undecided	Strongly agree & Agree
I achieve all the lesson objectives despite the large number of students.	0%	0%	100%
2- I distribute students into homogeneous groups despite the class density.	0%	0%	100%
3- Student behavior management and solving students' problems need much time in large number of students.	100%	0%	0%
4- Special needs students have sufficient care and interest.	23%	7%	70%
5- Following up the students' social and psychological needs take much time in crowded classrooms.	32%	7%	61%
5- The students need to be reminded every time with class rules due to their large number.	28%	3%	64%
7- The individual care of students is limited due to their large number.	23%	15%	62%
8- The students in crowded classes exchange experiences easily in classwork activities.	93%	1%	6%
9- I grant equal time for supporting students in crowded classes.	46 %	15%	39%
10- The lesson time is sufficient for technology integration despite the class density.	29%	19%	53%
I involve all the students in class activities despite their large number.	39%	15%	46%
Total average	20%	11%	59%

Table 4 also confirms the same point that about 69 % e teachers strongly agree and agree that classroom density affects their performance in inappropriate way whereas 20% show their disagreement

Table 5: Impact of Classroom Density on Teacher's Performance from Students' Perception

Statement	Mean	Std.
1- The students' increasing number hinders the teacher's responding to my comments.	1.00	0.00
2- The students' increasing number in class grants me an opportunity to make various friendships.	1.00	0.00
3- The teacher takes care of most students despite their increasing number in class.	4.97	0.30
4- I prefer to transfer into smaller size class.	1.02	0.24
5- My class is punctual and disciplined despite increasing number in class.	4.54	0.90
6- Classroom rules and instructions are clear and understood by all students.	4.54	0.90
7- The students' increasing number leads to mutual respect between students and teacher.	4.54	0.90
8- The teacher treats me well in spite of large number of students.	4.00	0.85
9- The class density supports implementing the classroom regulations and rules.	4.00	0.90
10-My problems occur between students due to their large numbers.	4.11	0.046
11-My class number needs to be reduced.	3.98	0.05
12-I empathize with my teacher for efforts exerted to deal with large number of students.	4.17	0.043
13-The class density enables more opportunities of interaction.	3.98	0.053

Table 5: shows that the mean scores of the students' responses toward the impact of Classroom Density on teacher's performance range between 1.00 and 5.00. This is an indication that the students agree that classroom density affects their teachers' performance in inappropriate way.

Table 6: Responses' Percentage of Classroom Density on teacher's performance from students' perception

Statement	Strongly disagree & Disagree	Undecided	Strongly agree & Agree
1- The students' increasing number hinders the teacher's responding to my comments.	0%	0%	100%
2- The students' increasing number in class grants me an opportunity to make various friendships.	0%	0%	100%
3- The teacher takes care of most students despite their increasing number in class.	99.4%	0%	0.6%
4- I prefer to transfer into smaller size class.	1.5%	0%	98.5%
5- My class is punctual and disciplined despite increasing number in class.	86%	7%	7%
6- Classroom rules and instructions are clear and understood by all students.	8%	14%	79%
7- The students' increasing number leads to mutual respect between students and teacher.	11%	20%	69%
8- The teacher treats me well in spite of large number of students.	30%	21%	50%
9- The class density supports implementing the classroom regulations and rules.	10%	23%	67%
10- My problems occur between students due to their large numbers.	5%	15%	80%
11- My class number needs to be reduced.	6%	19%	75%
12- I empathize with my teacher for efforts exerted to deal with large number of students.	4%	12%	84%
13- The class density enables more opportunities of interaction.	10%	14%	76%
Total Average	17%	18%	65%

Table 6: also confirms the same point that about 65 % students strongly agree and agree that classroom density affects their teachers' performance in inappropriate way whereas 17% show their disagreement. In some points as shown in the table the percentage of agreement is low but still higher than the percentage of the disagreement.

## Research Question Two

The following four tables and the summaries addressed the second reach question that is mainly related to the impact of class room density on students' achievement from teachers' and students' perspective.

Table 7: Impact of Classroom Density on Student's Achievement from teachers' perception

Statement	Mean	Std.
1- The lesson time is sufficient for varying the teaching strategies and assessment methods despite class density.	3.39	1.14
2- I follow up the students' tasks during doing the class work.	3.93	1.134
3- I give instant feedback individually for students in large number classes.	3.36	1.163
4- I responded to all different students' answers and inquiries in crowded classes.	3.39	1.14
5- The increasing number of students hinders tackling the higher thinking levels.	3.25	1.161
6- My students; achievement decreases due to the increase of the students; number.	4.16	0.997
7- The students in small number class achieve better than those in large number classes.	4.2	1.01
8- The increasing number of students affects students' achievement and learning outcomes.	4.24	0.764
9- Decreasing the students' number improves their achievement.	4.41	0.79

Table 7 shows that the mean scores of the teachers' responses regarding the impact of class density on students' achievement range between 3.39 and 4.41. This is an indication that the teachers agree that classroom density affects their students' achievement in inappropriate way.



Table 8 : Responses' Percentage Impact of Classroom Density on Student's Achievement from Teachers' Perception

Statement	Disagree & Strongly Disagree	Undecided	Strongly agree & Agree
1- The lesson time is sufficient for varying the teaching strategies and assessment methods despite class density.	51%	11%	39%
2- I follow up the students' tasks during doing the class work.	19%	8%	73%
3- I give instant feedback individually for students in large number classes.	29%	19%	52%
4- I responded to all different students' answers and inquiries in crowded classes.	27%	15%	58%
5- The increasing number of students hinders tackling the higher thinking levels.	34%	16%	50%
6- My students; achievement decreases due to the increase of the students; number.	11%	10%	79%
7- The students in small number class achieve better than those in large number classes.	99%	13%	77%
8- The increasing number of students affects students' achievement and learning outcomes.	4%	8%	88%
9- Decreasing the students' number improves their achievement.	3%	7%	90%
Total average	31%	12 %	67.%

Table 8: confirms the impact of class density on students' achievement r about 67 % of teachers strongly agree and agree that classroom density affects their students' achievement in inappropriate way whereas 31% show their disagreement about this point.



Table 9: Impact of Classroom Density on students Achievement from students' Perception

Statement	Mean	Std
1- -The students' increasing number in class affects my academic achievement negatively.	5.00	0.00
2- The effectiveness of learning is impacted negatively with students' increasing number in class and vice-versa	4.00	0.90
3- The lesson time is wasted in other affairs due to students' increasing number in class.	3.16	0.06
4- Instant feedback to given to all students by teacher despite their large number.	4.11	0.053
5- The students' increasing number in class.	4.14	0.053
6- The students' increasing number enables group students in class properly.	3.64	0.062
7- The teacher uses a variety teaching strategies despite our large number.	4.01	0.78

Table 9: shows that the mean scores of the students' responses regarding the impact of class density on students' achievement range between 3.16 and 5.00 .This is an indication that the students agree that classroom density affects their students' achievement in inappropriate way.

Table 10: Responses' Percentage of Classroom Density on teacher's Achievement from students' perception

Statement	Strongly disagree & Disagree	Undecided	Strongly agree & Agree
1- The students' increasing number in class affects my academic achievement negatively.	2%	5%	94%
2- The effectiveness of learning is impacted negatively with students' increasing number in class and vice-versa	20%	25%	54%
3- The lesson time is wasted in other affairs due to students' increasing number in class.	36%	24%	40%
4- Instant feedback to given to all students by teacher despite their large number.	8%	12%	80%
5- The students' increasing number in class.	8%	12%	80%
6- The students' increasing number enables group students in class properly.	18%	24%	58%
7- The teacher uses a variety teaching strategies despite our large number.	7%	12%	81%
Total average	14%	16%	70%

Table 10: Also ,confirms the same point that about 70 % of the students strongly agree and agree that classroom density affects their achievement in inappropriate way whereas 14% show their disagreement. In some points as shown in the table the percentage of agreement is low but still higher than the percentage of the disagreement.

## Conclusion

The results' scores of the first research question about the impact of classroom density on teachers' performance show that the mean scores of the teachers' responses range between 1.00 and 5.00; the mode scores range between the category of "agree" and "strongly agree" in most items. In addition, the average percentage indicate that about 69 % teachers strongly agree and agree that classroom density affects their performance in inappropriate way whereas 20% show their disagreement. Additionally, the mean scores of the students' responses toward the impact of Classroom Density on teacher's performance range between 3.1 and 4.32; the mode scores range in most items between the category of "agree" and "strongly agree". In addition, the average percentage indicate that about 65 %.

Students strongly agree and agree that classroom density affects their teachers' performance in inappropriate way whereas 17% show their disagreement.

The results' scores of the second research question about the impact of classroom density on students' achievement show that the mean scores of the teachers' responses regarding the impact of class density on students' achievement range between 3.39 and 4.41; the mode scores range between the category of "agree" and "strongly agree" in most items. Besides, 67 % of the teachers strongly agree and agree that classroom density affects their students' achievement in inappropriate way. Moreover, the mean scores of the students' responses range between 3.16 and 4.44; the mode scores range between the category of "agree" and "strongly agree" in most items. Furthermore, about 70 % of the students strongly agree and agree that classroom density affects their achievement in inappropriate way.

## **Chapter 5: Discussion, Conclusion & Recommendations**

### **Introduction**

This concluding chapter presents a thorough discussion of the findings of the study its implications in detail. Suggestions and recommendations are offered for all stakeholders including teachers, principals, supervisors, students and parents. Also decision makers would be able to use these recommendations in their strategic planning. Before concluding the chapter, limitations of the study are acknowledged and recommendations for further research are stated.

### **Discussion**

It is beneficial to direct the discussion towards the independent variable that is classroom density from one hand and the two dependent variables teacher's performance and student's achievement.

For the classroom density, the results show there was some agreement between both the teachers and students in this current study that the large classes have inappropriate effects on both teacher's performance and student's achievement. Both teachers and students who were for the inappropriate impact of class density on teaching and learning showed higher average percentage of agreement that their counterpart who stand against. These results go in line with the following researchers who reached to similar results. For instance, Castello (1992) indicated that the students in small classes made greater gains compared to those in large classes. Secondly, the study of Achilles (1993) indicted that the reduction in class size was found to increase students' achievement by an amount equivalent to about three additional months of schooling four years later. Thirdly, Kokkelenberg, Dillon and Christy (2005) concluded that there were diseconomies of scale associated with a deterioration of student outcomes as class sizes grew



larger. Fourthly, Sullivan (2012) indicated that both teacher participants in the small class size displayed high -positive- teacher efficacy levels, and both teacher participants in the large class size displayed low- negative- teacher efficacy levels. Fifthly, Mitchell (2001) found out that the easier classroom management in reduced size classes also contributed to gains in student achievement. Sixthly, Collens (2009) indicated a statistically significant relationship between class size and students' achievement. Educators were able to attend to individual student needs when the class size was below seventeen. Seventhly and Maloney (2006) found out that parents believed that smaller class size provide teacher with fewer discipline problems, more time to focus on curriculum goals, additional opportunities to support students individually in the learning process and greater chances of helping students succeed. Parents also believed that children in smaller classes experience less frustration during the learning process, fewer distractions from classmates, more time to ask and enhanced self-esteem. Eighthly, Khan and Iqbal (2012) claimed that all of the teachers responded that effective teaching was not possible in overcrowded classrooms as it caused physical, discipline, instructional and evaluation problems.

In contrast, this study results are not congruent with Kornfeld (2010) who concluded that there was no difference in students' results in small size classes and large classes. In terms of academic achievement, with the exception of 10<sup>th</sup> grade math scores, students in large classes performed the same or better than students in smaller classes. Students in large classes had slightly higher graduation rates, and a larger proportion planned to attend two or four year colleges. According to (US Department & Education (1999) The research and literature provided so far was



unable to answer all questions related to the impact of class size reduction on teaching and learning.

According to the researcher's experience in the UAE context as a teacher, the model of the Model schools in the UAE showed that the small numbers of the students in class has positive effects on teaching and learning and without good class room management the opportunity for teaching and learning will mostly be affected negatively.

### **Conclusion**

In this study it could be concluded that nearly two third of the teachers and students agreed that that classroom density affects the teachers' performance in inappropriate way. Secondly, two third of the teachers and students agreed that that classroom density affects the students' achievement in inappropriate way. The responses of both teachers are similar of a lot items. The findings of the study are congruent with a lot of research studies.

### **Limitations & further Research Recommendation**

This current study is limited to the year 2014-2015 and a limited geographical area. Further research studies are needed to replicate this study or initiate other studies to include all schools of Abu Dhabi Emirate, the UAE and other countries. Thus future research studies will be more profound and succinct.. Also, more research studies are needed for private schools and primary and preparatory students. This study and others can be replicated or initiated after two three years.

## **Recommendations**

Firstly, it is recommended that the policy makers need to take into consideration the classroom density and set rules that decrease the classroom density not more than 25 students in the class. Secondly, all the school boards and principals should take into consideration not only the number of the students but the area of the classroom and its size since the lower numbers of the students enhances the quality of teaching and learning. Thirdly, the schools administrations and policy makers need to set clear rules to the importance of availability of multifunctional halls, resources centers, labs and shaded areas for different activities in order to enable teachers to deliver non-traditional lessons. Fourthly, it is recommended to use a variety of designs for seating that enables students to be engaged despite their large numbers. Fifthly, the schools are recommended using multifunctional furniture that helps in students' behavior management and engagement. Sixthly, schools need to make policies and implement them regarding to the student behavior management. Eighthly, It is important to pay more attention to implement the Code of conduct that should be revealed and set to manage the students in a strict way that guarantee the behavior management of the students does not hinder the effectiveness of teaching and learning. Ninthly, well planning and differentiated instruction are very fruitful in reducing the impact of class density. Tenthly, professional development programs are recommended for teachers, principals and all the staff in dealing with the consequences of classroom density. Eleventh, teachers need some training in classroom management and control. Sessions and workshops must be conducted on how to deal with students, manage their behaviors, and tackle the issues of punctuality and

discipline. Twelfth, the school principals and other school leaders are recommended in training how to plan for students' distribution in classrooms.

Teachers also need professional development programs in using strategies that are student centered. Thirteen, technology full integration helps in creating magnet environment that is attractive, motivational, dynamic and reflects the needs and interests of the learners; there is both quantity and quality of resources that cater to a variety of learning styles; technology should be integrated into all subject areas and will be used as a tool to enhance teaching and learning through skill development.

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Appendices


Appendix A: Jury of Referees for Research Instrument

No.	Name	College	Department
1	Dr. Hassan . Tairab,	College of Education, UAE	Foundation of Education Department
2	Dr. Sheikha Al Taniji	College of Education, UAE	Foundation of Education Department
3.	Dr. Ali Khalfan	College of Education, UAE	Curriculum & Instruction
4	Dr. Qasim Alshannag	College of Education, UAE	Curriculum & Instruction
5	Dr. Ali Said Ali Ibrahim	College of Education, UAE	Foundation of Education Department
6	Dr. Ali S. Al Kaabi	College of Education, UAE	Foundation of Education Department
7.	Dr. Mohamed Alhosani	College of Education, UAE	Foundation of Education Department

## Appendix B: ADEC Approval



مجلس أبوظبي للتعليم  
Abu Dhabi Education Council  
التعليم أولاً  
Education First

Date: July 10, 2014	التاريخ: 10 يوليو 2014
Ref:	الرقم:
To: Public Schools Principals,	السادة / مديري المدارس الحكومية
Subject: Letter of Permission	الموضوع: تسهيل مهمة باحثين
Dear Principals,	تحية طيبة وبعد،،،
The Abu Dhabi Education Council would like to express its gratitude for your generous efforts & sincere cooperation in serving our dear students.	يطيبُ لمجلس أبوظبي للتعليم أن يتوجه لكم بخالص الشكر والتقدير لجهودكم الكريمة والتعاون الصادق لخدمة أبنائنا الطلبة.
You are kindly requested to allow the researcher/ <b>Saif Saeed Salem Almani</b> , to complete his research on:  <b>The teacher as classroom manager: case study for classroom management from students perspective at secondary schools in Al Ain</b>	ونود إعلامكم بموافقة مجلس أبوظبي للتعليم على موضوع الدراسة التي سيجريها الباحث/ <b>سيف سعيد سالم المناعي، بعنوان:</b>  <b>The teacher as classroom manager: case study for classroom management from students perspective at secondary schools in Al Ain</b>
Please indicate your approval of this permission by facilitating his meetings with the sample groups at your respected schools.	لذا، يرجى التكرم بتسهيل مهمة الباحث ومساعدته على إجراء الدراسة المشار إليها.
For further information: please contact Mr Helmy Seada on 02/6150140	للاستفسار: يرجى الاتصال بالسيد/ <b>حلمي سعدة</b> على الهاتف 02/6150140
Thank you for your cooperation.	شاكرين لكم حسن تعاونكم
Sincerely yours,	وتفضلوا بقبول فائق الاحترام والتقدير،،،
 <b>محمد سالم محمد الطاهري</b> <b>المدير التنفيذي لقطاع العمليات المدرسية</b>	





## Appendix C: Letter for Carry out the Study



جامعة الإمارات العربية المتحدة  
United Arab Emirates University

Letter of Cooperation for Data Collection in Schools

May 20, 2014

To Whom It My Concern:

Saif Saeed Salem Al Manel is requesting permission to collect research data from your school to complete his study at the College of Education master's program. The research entitled **(The teacher as classroom manager: case study for classroom management from students perspective at secondary schools in Al Ain)**. You will be informed of the purposes of the study and the nature of the research procedures by the researcher. You will be also been given an opportunity to ask questions of the researcher.

As a Master's program coordinator at the College of Education at the UAEU, I hope that you can grant Saif permission to collect the necessary data from your school. Your support is greatly appreciated.

If you have any questions, please contact me at ([halae@uaeu.ac.ae](mailto:halae@uaeu.ac.ae))

Thanks for your cooperation

Sincerely,

Hala Elhowe

Hala Elhoweris

Master's Program Coordinator

### Appendix D: Teacher' Survey Arabic Version

عزيزي المعلم :  
 بين يديك استبانة من (20) فقرة " تهدف لقياس أثر وجود الأعداد الكبيرة للطلبة في الصف الواحد على أداء المعلم في الحصة الدراسية وعلى تحصيل الطلبة".  
 يرجى منكم التعاون في استكمال البيانات وذلك من خلال الاجابة على جميع الفقرات , وذلك بوضع علامة ( √ ) امام كل فقرة وتحت درجة الحكم الي تراها مناسبة , علما بأن جميع اجاباتك سوف تعامل بسرية وسوف تستعمل للبحث العلمي فقط.

شاكرا حسن تعاونكم

المدرسة:  
 الما ة الدراسية :  
 الجنس: ذكر انثى  
 دكتوراه  
 متوسط عدد الطلبة في الصف الواحد : ( )  
 الصف:  
 سنوات الخبرة  
 المؤهل العلمي بكالوريوس - ماجستير

رقم	الفقرة	موافق بشدة	موافق	محايد	غير موافق بشدة	غير موافق
1	احقق أهداف الدرس في الحصة الواحدة رغم كثرة عدد الطلبة.					
2	أقوم بتوزيع طلبي على مجموعات متجانسة رغم الكثافة الطلابية.					
3	يكفي وقت الحصة لتوزيع استراتيجيات التدريس وأساليب التقييم بوجود الكثافة الطلابية.					
4	يحتاج ضبط سلوك الطلبة وحل مشاكلهم للكثير من الوقت في الصفوف المكتظة.					
5	أتابع اعمل الطلبة جميعهم أثناء قيامهم بالمهام الصفية.					
6	يحصل الطلبة من ذوي الاحتياجات التربوية الخاصة على القدر الكافي من الرعاية والاهتمام .					
7	تستنزف متابعة الجوانب النفسية والاجتماعية للطلبة الكثير من الوقت في الصفوف المكتظة.					
8	أحتاج الى تذكير الطلبة في كل حصة في قوانين الصف لكثرة عددهم.					
9	تصبح فرصة التواصل مع كل طالب محدودة بوجود اعدا كبيرة.					
10	أقدم التغذية الراجعة لطلاب الصفوف المكتظة بصورة فردية.					
11	يتبادل طلاب الصفوف المكتظة الخبرات بسهولة أثناء حل الأنشطة .					
12	أجد الفرصة لتخصيص الوقت نفسه بالتساوي بين جميع طلاب الصفوف المكتظة					
13	أجيب على أسئلة واستفسارات الطلبة المختلفة في الصفوف الكبيرة.					
14	زيادة عدد طلبة الصف يعوق انتقالي بهم الى مستويات التفكير العليا.					
15	وقت الحصة يكفي للتنوع في استخدام تكنولوجيا التعليم رغم الكثافة.					
16	أقوم باشارك جميع الطلبة في كل الأنشطة الصفية رغم كثرتهم.					
17	يتأثر التحصيل الدراسي للطلبة بسبب زيادة عدد الطلبة في الصف.					
18	الصف قليل العدد يحقق نتائج أفضل من الصف كثير العدد.					
19	تؤثر زيادة عدد الطلبة في الصف على مخرجات التعلم والتحصيل .					
20	نخفيض عدد الطلبة في الصف الواحد يساعد في تحسين ادائهم.					

### **Appendix E: Teacher's Survey (English Version)**

Dear teacher,

Attached is a survey including 20 statements aims to investigate "the effects of classroom density on teachers' performance and students' achievement". Please read each item carefully and then tick (✓) the answer that best describes your classroom. All your answers will be treated in privacy and for the purpose of research.

Thank you for cooperation.

School:

Class:

Subject:

Years of Experience:

Gender:        Male / Female

Student number in a class (    )

Qualification: BA - MA - **PhD**

No	Item	Strongly agree	agree	Un-decided	Disagree	Strongly disagree
1	I achieve all the lesson objectives despite the large number of students.					
2	I distribute students into homogeneous groups despite the class density.					
3	The lesson time is sufficient for varying the teaching strategies and assessment methods despite class density.					
4	Student behavior management and solving students' problems need much time in large number of students.					
5	I follow up the students' tasks during doing the class work.					
6	Special needs students have sufficient care and interest.					
7	Following up the students' social and psychological needs take much time in crowded classrooms.					
8	The students need to be reminded every time with class rules due to their large number.					
9	The individual care of students is limited due to their large number.					
10	I give instant feedback individually for students in large number classes.					
11	The students in crowded classes exchange experiences easily in classwork activities.					
12	I grant equal time for supporting students in crowded classes.					
13	I responded to all different students' answers and inquiries in crowded classes.					
14	The increasing number of students hinders tackling the higher thinking levels.					
15	The lesson time is sufficient for technology integration despite the class density.					
16	I involve all the students in class activities despite their large number.					
17	My students; achievement decreases due to the increase of the students; number.					
18	The students in small number class achieve better than those in large number classes.					
19	The increasing number of students affects students' achievement and learning outcomes.					
20	Decreasing numbers increases students' achievement.					

### Appendix F: Students' Survey (Arabic Version)

عزيزي الطالب :

بين يدك استبانة (وليس اختبار) من (20) فقرة " تهدف لقياس أثر وجود الأعداد الكبيرة للطلبة في الصف الواحد على أداء المعلم في الحصة الدراسية وعلى تحصيل الطلبة".  
يرجى منكم التعاون في استكمال البيانات وذلك من خلال الإجابة على جميع الفقرات , وذلك بوضع علامة ( √ ) امام كل فقرة وتحت درجة الحكم الي تراها مناسبة , علما بأن جميع اجاباتك سوف تعامل بسرية وسوف تستعمل للبحث العلمي فقط.

شاكرا حسن تعاونكم

المدرسة:

الصف:

الجنس: ذكر / انثى

عدد الطلبة في صفك: ( )

الرقم	الفقرة	موافق بشدة	موافق	محايد	غير موافق	غير موافق بشدة
1	زيادة عدد الطلبة ف الصف يؤثر على تحصيلي الدراسي.					
2	كثرة عدد الطلبة تحول دون استماع المعلم لمقترحاتي.					
3	يتناسب التعلم الفعّال عكسيا مع عدد الطلبة.					
4	العدد الكبير للطلبة يتيح لي فرصة تكوين صداقات متنوعة.					
5	يتحدث المعلم مع معظم الطلبة بشكل فردي رغم كثرتهم					
6	أرغب ف الانتقال لصف عدد طلابه أقل.					
7	يضيع وقت الحصة في الحديث عن أمور جانبية بسبب كثافة الصف					
8	يتمتع الصف بالنظافة والنظام والهدوء.					
9	قوانين الصف واضحة ومفهومة لجميع الطلبة.					
10	يقدم المعلم التغذية الراجعة الفورية للجميع رغم كثرتهم.					
11	يؤدي تزايد أعداد الطلبة ف الصف لعلاقات ودية مع المعلم.					
12	يؤثر عدد الطلبة الكبير في تحقيق أهداف الدروس					
13	زيادة عدد الطلاب تتيح للمعلم توزيع الطلبة على مجموعات.					
14	يعاملني المعلم بلطف وحب رغم العدد الكبير للطلبة.					
15	كثافة الطلاب الكبيرة تدعم تطبيق قوانين الصف.					
16	تحدث الكثير من المشكلات بين الطلبة نتيجة لعددهم الكبير.					
17	يحتاج الصف لتخفيض عدد طلابه.					
18	أشفق على معلم من كثرة عدد الطلبة في الصف.					
19	يستخدم المعلم العديد من استراتيجيات التدريس رغم كثرة					
20	توفر كثافة الطلبة ف الصف فرصة أكبر للتفاعل.					



### **Appendix G: Student's Survey(English Version)**

Dear student,

Attached is a survey not a test including 20 statements aims to investigate "the effects of classroom density on teachers' performance and students' achievement". Please read each item carefully and then tick (✓) the answer that best describes your classroom. All your answers will be treated in privacy and for the purpose of research.

Thank you for cooperation.

School:  
Gender: Male / Female

Class:  
Student Number Average in class ( )

No	Item	Strongly agree	Agree	Can't decide	Disagree	Strongly disagree
1	The students' increasing number in class affects my academic achievement.					
2	The students' increasing number hinders the teacher's responding to my comments.					
3	The effectiveness of learning is impacted negatively with students' increasing number in class and vice-versa					
4	The students' increasing number in class grants me an opportunity to make various friendships.					
5	The teacher takes care of most students despite their increasing number in class.					
6	I prefer to transfer into smaller size class.					
7	The lesson time is wasted in other affairs due to students' increasing number in class.					
8	My class is punctual and disciplined despite increasing number in class.					
9	Classroom rules and instructions are clear and understood by all students.					
10	Instant feedback to given to all students by teacher despite their large number.					
11	The students' increasing number leads to mutual respect between students and teacher.					
12	The students' increasing number in class.					
13	The students' increasing number enables group students in class properly.					
14	The teacher treats me well in spite of large number of students.					
15	The class density supports implementing the classroom regulations and rules.					
16	My problems occur between students due to their large numbers.					
17	My class number needs to be reduced.					
18	I empathize with my teacher for efforts exerted to deal with large number of students.					
19	The teacher uses a variety teaching strategies despite our large number.					
20	The class density enables more opportunities of interaction.					



## Appendix H: ADEC Decree



مجلس أبوظبي للتعليم  
Abu Dhabi Education Council  
التعليم أولاً Education First

- 8- ضوابط قبول الطلبة الوافدين في المدارس خارج المدينة والتي تبعد عن أقرب مدرسة خاصة مسافة (35) كيلو متر:-
- تستثنى مدارس التعليم العام في المناطق التي تبعد 35 كم عن أقرب مدرسة خاصة من نسبة (20%) من إجمالي عدد الطلبة في المدرسة.
  - يستثنى الطلاب الوافدين أبناء العاملين في القطاعين الحكومي والخاص من شرط التميز في حال عمل وإقامة ولي الأمر في مناطق تبعد 35 كم فأكثر عن أقرب مدرسة خاصة.
  - يقبل أبناء العاملين في القطاع الحكومي فقط في حال العمل في المدينة والإقامة في منطقة تبعد 35 كم فأكثر عن أقرب مدرسة خاصة، شرط أن يستوفي شرط التميز في الدرجات.
  - في جميع الحالات يجب أن لا يؤدي قبول الطلبة الوافدين إلى تجاوز عدد طلبة الشعبة للكثافة الفصلية المحددة، وأن لا يؤدي قبولهم إلى فتح شعب إضافية.
  - يتم تحصيل رسوم دراسية من الطلبة الوافدين المقبولين في مدارس التعليم الحكومي بواقع ستة آلاف درهم عن السنة الدراسية، وفقاً للقرارات والنظم المعمول بها.
- 9- آلية تسجيل الطلبة في رياض الأطفال ومدارس التعليم العام الحكومي:
- يتم التسجيل عن طريق بطاقة الهوية الإماراتية وهي شرط أساسي للتسجيل
  - في حالة تسجيل الطالب عن طريق الرابط الإلكتروني بين برنامج نظام معلومات الطالب وبطاقة الهوية الإماراتية، يتم الاستعانة بالبيانات المقررة من بطاقة الهوية والاستغناء عن الأوراق الثبوتية
  - على إدارات المدارس إدخال بيانات الطلبة في النظام أولاً بأول، حيث سيتم سد الشواغر من الجهات المختصة بمجلس أبوظبي للتعليم، كما يرجى تحري الدقة عند اعتماد الطلبات، والتأكد من استيفاء جميع البيانات والوثائق المطلوبة ومطابقتها مع الأصول.
  - يتم التسجيل حسب الكثافة الصيفية المعتمدة من قبل مجلس أبوظبي للتعليم والمحددة ب (20) طالباً في رياض الأطفال و (25) طالباً في المرحلة الأساسية و (30) طالباً في المرحلة الثانوية
  - استخدام شاشة حجز مقعد للعام الدراسي التالي للطلبة المستمرين في مدارس التعليم الخاص أو الحكومي
  - في حالة عدم وجود شاغر في المدرسة أو الروضة : يتم إرشاد أولياء الأمور لاستخدام النظام الإلكتروني الجديد من خلال تعبئة استمارة التسجيل من قبل ولي الأمر وذلك من خلال خدمة التسجيل الإلكتروني في قوائم الانتظار عن طريق الموقع الإلكتروني للمجلس [www.adec.ac.ae](http://www.adec.ac.ae).
  - يتم تسجيل الطلبة الوافدين من خلال الموقع الإلكتروني الجديد، من خلال تعبئة استمارة التسجيل عن طريق الموقع الإلكتروني للمجلس [www.adec.ac.ae](http://www.adec.ac.ae) خلال الفترة المحددة.
  - يمنع أخذ أية قوائم انتظار في المدارس يدوياً أو تسجيل كشوف للطلبة الوافدين أو رفعه في النظام مباشرة
  - على إدارات المدارس التأكيد على أولياء الأمور بأن قبول الطلاب لا يعتبر نهائياً إلا بعد اعتماد الملف من جهة الاختصاص بقطاع العمليات المدرسية، علماً بأنه سيتم إرسال رسالة SMS لأولياء أمور الطلبة فور اعتماد طلباتهم، ويمكن لولي الأمر متابعة طلبه من خلال الموقع الإلكتروني.